

1. Child demonstrates phonological and phonemic awareness.

Things to consider: To what extent does the child understand that the letters in words are made up of sounds? Does the child understand similarities in the sounds of written words? To what extent does the child hear the sounds that letters make? Which point on the continuum best describes the child's current level of performance?

← Emergent — 1 ————— 2 ————— 3 ————— 4 — Competent →

Shows awareness of separable and repeating sounds in music and words (e.g. dances, marches or claps to beat), and can sometimes identify syllables in words if easily distinguished (e.g. "playground")

Makes up and chants own rhymes (e.g. when playing in the water table, rhymes words like "squishy, wishy, dishy soap", or contributes words when play rhyming games)

May know the beginning letter sound of name

Listens to word and finds words that rhyme (e.g. "Willoughby Wallaby Wunny, an elephant sat on bunny")

Plays with words, giving them new beginning sounds (e.g. "cat, hat, sat, fat, dat, gat")

Plays with alliterative language (e.g. "Peter, Peter, pie eater")

Starting to make letter-sound associations (e.g. notices that SAT has same S sound as in SOUP)

Knows that substituting sounds will change what the word says (e.g. knows that the /s/ sound can replace the /k/ sound in "cat" to say "sat")

Recognizes that some words have the same ending phoneme (e.g. "book" and "cook")

Occasionally "sounds out" simple words while reading or writing

Knows many letter-sound correspondences

Listens to words and identifies the number of syllables

Distinguishes beginning, middle and ending sounds of words

Merges spoken word segments into words (e.g. "com" "pu" "ter")

Reads or writes words using same sound/spelling patterns (took, look, book, cook)

Uses letter-sound knowledge and context clues to decode unknown words



Ways to look!

Observe and record what the child does when "reading" aloud (Note if the child makes letter-sound connections)

Watch and listen to child while reading stories in different contexts

Write down what the child says during rhyming and other language game

2. Child uses emergent word recognition skills.

Things to consider: What sight words does the child know? To what degree does the child know that speech is recorded in print? What letters does the child know? Which point on the continuum best describes the child's current level of performance?

← Emergent — 1 ————— 2 ————— 3 ————— 4 — Competent →				
Recognizes most print in the classroom environment (e.g. area names- "Art Area")	Recognizes that a variety of print letter formations and text forms are used for different functions (e.g. grocery list, menu, store sign, telephone book, newspaper, and magazine)	Recognizes several words by sight in context (e.g. many classmates' names, text labels in classroom, frequently used, high interest words like "dog" or "toy")	Has a substantial reading vocabulary of 300 or more words	
Identifies some alphabet letters, especially those in his/her own name	Recognizes name in a variety of contexts (e.g. child can locate his/her name on helper chart and sign in sheet)	Recognizes and names most uppercase and lower case letters	Recognizes some common, irregularly spelled words (e.g. said, house)	
Recognizes own name but may get it confused with names or other words that look similar	Recognizes that it is the print that is read in varied contexts (e.g. during dramatic play, child asks, "What says 'pan dulce'?" when pretend ordering from a bakery menu)	Recognizes and uses print in the classroom and outside (e.g. written classroom labels, outdoor and indoor signs)	Can point to the words in text when read by another	
Shows some recognition that it is the print that is read in stories (e.g. while "reading", child's eyes follow the text, and/or narrates pages with text, not pictures alone)			Recognizes some words by sight both in and out of context	



Ways to look!

Take a photo of the child experimenting with letters, describe how upper and lower case letters are used

Get writing sample and note the types of letters child uses

Observe and record what the child does when "reading" aloud. Note if the child makes letter-sound connections or reads any sight words

Record contexts in which the child recognizes name

3. Child demonstrates early fluency.

Things to consider: What early reading skills does the child demonstrate? How does the child handle a book? What tools does the child use to read and tell stories? Which point on the continuum best describes the child's current level of performance?

← **Emergent** — **1** ————— **2** ————— **3** ————— **4** — **Competent** →

Displays book handling knowledge such as turning the book right side up, turning one page at a time, turning pages from left to right, recognizing familiar books by cover

Looks at the pictures in a story being read but may not attempt to follow along

Exhibits reading-like behavior (e.g. "reads" aloud to others while talking about characters and showing pictures; pretends to read by pointing with finger; reads own "writing")

Uses a familiar book as a cue to retell the story, with a clear, logical sequence; similar to that of the story

Points out words in the classroom environment (e.g. recognizes words on the cover of a familiar book)

Attempts to read a book to self or others, relying on both pictures and text

Reads simple text with fluency

Is beginning to monitor and correct own reading (e.g. re-reads when sentences do not make sense)

Tries to make sense of unknown text by asking questions or making a logical guess

Can track print while listening to text being read



Ways to look!

- Observe child retelling, reenacting or dramatizing a story, note the sequence and details provided
- Keep a running record of the child's comments and questions during stories
- Ask the child to read you a book
- Observe child reading a story to self or others. Note strategies used.

4. Child demonstrates expanding vocabulary and concept development.

Things to consider: How would you describe the complexity of the child's vocabulary? How would you describe the child's grammar? Which point on the continuum best describes the child's current level of performance?

← **Emergent** — **1** ————— **2** ————— **3** ————— **4** — **Competent** →

Uses vocabulary from activities and stories, not necessarily with correct meaning (e.g. during free play, child says, "I'm a cocoon", after hearing *The Hungry Caterpillar*)

Uses vocabulary heard during activities and stories, but may generalize concepts (e.g. during free play in the block area, child says, "I'm a making a cocoon for my ant", after hearing *The Hungry Caterpillar*)

Includes details when experimenting with new vocabulary during play using concepts presented earlier during greeting or circle time (e.g. uses correct terms; uses accurate descriptive words)

Uses descriptive vocabulary to express detail (e.g. "I used the skinny red rod to make the picture window.")

Uses new vocabulary from shared literature and other classroom experiences in speech and writing

Uses detailed and descriptive words to describe feelings (e.g. "I am so excited about my birthday because my aunt is coming to my party at Chuck E. Cheese's. Do you think she'll jump in the balls with me?")

Understands many nuances of language (e.g. Tells jokes and riddles involving double word meanings)



Ways to look!

Keep a record of what the child says during snack or lunch

During choice time, play with the child and record his or her language

Record samples of child's speech during interactions with friends

Note child's comments while playing in centers

5. Child demonstrates expanding comprehension skills and response to text.

Things to consider: How would you describe the child's story/text comprehension? Can the child identify the different characters and components of the story, or make predictions? How does the child respond to fiction and nonfiction texts? Which point on the continuum best describes the child's current level of performance?

← **Emergent** — **1** ————— **2** ————— **3** ————— **4** — **Competent** →

Uses a familiar book as a cue to retell very simple stories by describing a few key highlights, but may divert from actual storyline

Answers factual recall questions about book being read

Listens to stories and brings up unrelated rather than related personal experiences during discussions

Uses a familiar book as a cue to retell the story, with a clear, logical sequence; similar to that of the story

Asks questions and makes comments pertinent to stories being read and connects information in books to his/her personal experiences (e.g. during a small group reading of *Caps for Sale*, the child tells the group, "My daddy has lots of hats too.")

Retells stories through puppet shows and dramatizations with a beginning, middle and end

Makes comments and asks questions about fiction and nonfiction texts that are relatively complex in nature (e.g. "I think she took that hat because she didn't like her hair.")

Regularly relates relevant personal experiences to story (both familiar and unfamiliar), characters' experiences, language, customs, and cultures

Discusses how, why, and what-if questions about fiction and nonfiction texts

Predicts and justifies what will happen next in stories

Reads and follows simple written instructions

Identifies the main character, setting, and important events in a story read aloud or includes them in a story retelling



Ways to look!

During a story reading, describe the nature of the child's comments and answers to questions

Keep a record of the child's participation during story discussions

Record what the child says when talking with him/her about a story

Use one of the literacy prompt strategies and document child's response

6. Child demonstrates early writing skills.

Things to consider: How would you describe the nature of the child's efforts to write? To what extent does the child use letter-sounds when writing? How would you describe the child's writing methods (e.g. spaces between words)? Which point on the continuum best describes the child's current level of performance?

← Emergent — 1 ————— 2 ————— 3 ————— 4 ————— Competent →				
Attempts to put ideas into writing using pictures, scribbles and some letter-like forms	Attempts to put ideas into writing using letter-like forms and conventional letters	Uses letter-sound knowledge during writing attempts (e.g. may sound out the word family by writing "fmle")	Composes readable texts using conventional and invented spelling	
Uses letter-like forms in writing attempts; is unaware of letter sounds	Sometimes uses letter-sound knowledge during writing attempts, primarily for initial word sounds	Uses left-to-right and top-to-bottom directionality and spacing between words when writing	Uses basic punctuation rules – periods and capitalization	
"Writing" appears to be randomly placed on page	"Writes" messages using conventional letters as a part of play and other activities	Sometimes uses invented spelling to form words with beginning and ending consonant sounds	Writes simple sentences to convey ideas	
"Writes" messages as part of play primarily using pictures, scribbles and some letter-like forms (e.g. during dramatic play, takes another child's food order)	Writes name on work	Knows a few conventionally spelled words	Writes all upper and lower case letters from memory	
"Writes" name on work in a way that is meaningful to the child, using letter-like shapes	Attempts to make own words using different materials, such as pencils, crayons, magnetic letters, play dough, rubber stamps, alphabet blocks	Makes signs and copies words to convey messages (e.g. in dramatic play area, copies a sign that says "Puppet Show")	Produces a range of writing projects during choice time and group activities (e.g. letters, stories, labels)	
Attempts to make letters using different materials (e.g. pencils, crayons, while using play dough)	Spontaneously writes letters (e.g. writes letter string "HETL" on drawing)			



Ways to look!

- Collect samples of the child's writing efforts from different areas and activities
- Collect and annotate a writing sample, describing how the words or sentences were formed
- Get samples of the child's writing during dramatic play and while creating projects
- Keep anecdotes of when child asks for help with labeling and other writing
- Note when child copies letters from signs and labels around the room

7. Child speaks in clear, concise, organized language that varies in content and form for different audiences and purposes.

Things to consider: How would you describe the child's communication skills? Is the child able to consider another's perspective? How complex are the child's communication efforts? Which point on the continuum best describes the child's current level of performance?

← Emergent — 1 —	2 —	3 —	4 — Competent →
Describes recent experiences that are sometimes (but not consistently) related to the current topic (e.g. during a discussion about a trip to the pet store, the child tells about a dog that was at the park)	Uses complex questions and statements to present or get information. Uses if-then statements, compound sentences and explanations (e.g. "I wanted to make a long snake but Mimi has the scarf." "If I set the table, then you can eat.")	Consistently describes relevant previous experiences and relates them to new events and/or ideas (e.g. during a discussion about a field trip to the pet store, the child tells the group about how she went to the pet shop with her aunt to look at the animals)	Elaborates in detail, not just the important points, on personal and classroom topics
Asks questions or makes statements to obtain assistance or share information (e.g. "Can I have a snack?")	Uses language for a variety of purposes: to express relationships, make connections, express feelings, initiate play with others, and communicate and negotiate ideas and plans for activities	Sometimes considers others' perspective when communicating (e.g. when talking about a relative, child doesn't assume others know him or her)	Explains <u>step by step</u> with detail how to make or do something with a fair amount of accuracy
Primarily uses 5-6 word sentences to express ideas	Uses complex language during dramatic play, and sets the stage by describing roles, setting, actions and events (e.g. "Pretend we are on our way to work, and the baby starts to cry and we find a big, lost dog.")	Expresses self using complete sentences and correct syntax	Expresses personal opinions and provides rationale (e.g. "I don't think she wanted to hurt you. Mary wanted the arch for the top of her building.")
Uses role appropriate language and sounds during dramatic play, and sometimes describes roles (e.g. "You be the mommy, I'll be the daddy.")		Uses complex language in most situations (e.g. when creating a story, describes specific details: "On Saturday, we went to the market by our house and bought 3 packages of hot dogs for our barbeque.")	



Ways to look!

- Listen to child's communication during one-on-one, peer and small group interactions
- Note child's language during dramatic play, and while talking about experiences during lunch or snack
- Listen as children work in small groups
- Listen to child describing experiences

8. Child listens actively to information from a variety of sources in a variety of situations.

Things to consider: How would you describe the child's listening skills? How does the child follow directions? What nonverbal listening behaviors does the child demonstrate? Which point on the continuum best describes the child's current level of performance?

← Emergent — 1 ————— 2 ————— 3 ————— 4 — Competent →

Able to follow two-step directions, sometimes needing a reminder

Usually responds to simple questions during one-on-one activities or stories while staying on topic

Shows interest, pleasure and enjoyment during listening activities by responding with appropriate eye contact, facial expressions, or body language during individual and group listening activities (e.g. listens attentively to stories)

Able to follow oral directions that involve several actions (e.g. "Get a smock, select your paint cups, and choose your paper.")

Listens for various purposes (e.g. demonstrates that a response is expected when a question is asked; enters into a dialogue after listening to others; repeats parts of stories, poems, or songs)

Shows understanding of listening activities by incorporating ideas in play (e.g. during dramatic play, incorporates themes from earlier story; after discussion about houses people live in, makes a neighborhood in the block area)

Able to follow oral directions that are complex in nature without asking the teacher to repeat them (e.g. upon return from a walk, follows through when asked to create representation of his/her favorite building, write about it, and talk about it with a friend)

Listens for multiple purposes and actively contributes (e.g. thinks up words during word games; contributes to stories and conversations; offers answers to questions about stories and events)

Remembers directions and can accurately relay them to others (e.g. while playing a board game, tells step by step directions to newcomers)

Asks questions to clarify understanding of stories and ideas (e.g. during a reading of *Officer Buckle and Gloria*, asks why Officer Buckle never noticed that children didn't listen to his safety speeches)

Recalls specific details after listening to stories, poems, television and film



Ways to look!

Jot down what happens when the child is given a set of instructions

Record notes about the child's participation during large group

Observe child during small group interactions

Write down what the child recalls after new experiences at home and in school